

University of Windsor

Scholarship at UWindor

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

1-1-1964

The effect of father-absence on the emotional pattern of adolescent boys.

Adrian Visscher
University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

Recommended Citation

Visscher, Adrian, "The effect of father-absence on the emotional pattern of adolescent boys." (1964).
Electronic Theses and Dissertations. 6372.
<https://scholar.uwindsor.ca/etd/6372>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.

NOTE TO USERS

Page(s) not included in the original manuscript and are unavailable from the author or university. The manuscript was scanned as received.

Missing Page 50

This reproduction is the best copy available.

UMI[®]

THE EFFECT OF FATHER-ABSENCE
ON THE EMOTIONAL PATTERN
OF ADOLESCENT BOYS

by
Adrian Visscher S.C.J.

A thesis
Submitted to the Faculty of Graduate Studies
through the Department of Psychology
in Partial Fulfillment of the
Requirements for the Degree
of Master of Arts
at the
University of Windsor

Windsor, Ontario, Canada
1964

UMI Number: EC52553

INFORMATION TO USERS

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleed-through, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

UMI[®]

UMI Microform EC52553

Copyright 2008 by ProQuest LLC.

All rights reserved. This microform edition is protected against unauthorized copying under Title 17, United States Code.

ProQuest LLC
789 E. Eisenhower Parkway
PO Box 1346
Ann Arbor, MI 48106-1346

ABN0084

APPROVED BY:

Mary Jane
McAlone
McAlone

83459

ABSTRACT

This study investigated the relationships between father-absence and the emotional components of Early Recollections.

The subjects were three groups of thirty working-class boys, twelve through fourteen years of age. The groups were classified as follows:

I-Family-absent group: boys living with neither parent.

II-Family-present group: boys living with both parents.

III-Father-absent group: boys living with mother only.

The first group was selected from two boys' residential institutions, the second and the third groups from city-schools. The groups were matched for age and I.Q.

A modified form of the Early Recollection Rating Scales designed by Robert E. McCarter (1961) under the sponsorship of the Educational Testing Service at Princeton University was administered to the groups. Five specific early experiences were recalled and rated on four bipolar 18 point scales. These scales represent four emotional factors derived from a factor analytic study of recalled emotions: pleasantness-unpleasantness, arousal-indifference, acceptance-rejection and comprehension-puzzlement.

The study attempted to answer three questions:

1. Is McCarter's Early Recollection rating technique a useful and efficient tool in research with adolescent boys?
2. Do boys living in an institution show an emotional pattern different from that of boys living with their parents and boys living with mother only? If so, can this pattern be described specifically?
3. Can the extent of the influence of father-absence on the emotional pattern of institutional boys be determined?

Analysis of the results showed that all three questions could be answered affirmatively. Between and within group scale-differences indicated different emotional patterns for the three groups. The Arousal dimension differentiated the family-absent boys from the two other groups. These boys are more easily aroused and more intense in their reactions than other boys. They are low in Comprehension. Boys from families where the father is absent did not differ significantly from the boys of intact families. However, they tend to be low in Arousal and are pleasure orientated. Family-present boys do not fluctuate significantly in their emotions and show a greater emotional balance than the two other groups.

Further investigation of scoring differences and similarities for scales and recollections supported by content analysis of the early memories suggested that family-absent and father-absent boys show cognitive autistic distortions

as a result of frustrated need for affection.

Common characteristics of family-absent and father-absent boys indicated that an increased level of Acceptance and autistic thinking is a result of father-absence.

Adlerian theory of early memories and affective need frustration is generally supported.

ACKNOWLEDGMENTS

This study developed against the background of the author's work in the Child Welfare Field. The Reverend R.C. Fehr, C.S.B., Ph.D., Head of the Department of Psychology, deserves special acknowledgment for inspiration and encouragement in the earlier stages of this study.

The author is also particularly indebted to Professor M.W. Starr, for bringing to his attention the technique used in this research. His effective guidance and that of Professors J.A. Malone, C.S.B., and R.A. Helling is deeply appreciated.

A special word of thanks is due to all the boys who gave their cheerful co-operation in supplying the rather personal data.

The directors and social workers of the Neil McNeil Boys' Residence, and the Sacred Heart Children's Village in Toronto, and the principals and teachers of several schools in Toronto and Windsor, merit gratitude for their patience and interest.

Faculty members and fellow students gave valuable assistance in the form of discussions, criticisms and actual help in gathering, computing and writing the results.

The author feels deeply indebted to Miss Joan Magee, who helped correct this paper, and to Mrs. Dorothy Fleming for the many hours of typing involved.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
Chapter	
I INTRODUCTION	1
Background of Related Research	1
Purpose of present Research	8
II METHOD	9
Subjects	9
Test Material	12
Procedure	13
Statistical Analysis	15
III RESULTS	17
Main Analysis	17
Supplementary Analyses	19
IV DISCUSSION OF RESULTS	29
Main Analysis	29
Description of Emotional Patterns	32
Examination of Scales and Recollections	37
Effects of Father-absence	41
Evaluation and Suggestions	42
V SUMMARY	45
APPENDIX A Test booklet	46
APPENDIX B Content of Early Recollections	52
APPENDIX C Factor Loadings	60
APPENDIX D Scores for Individuals	62
BIBLIOGRAPHY	67
VITA AUCTORIS	70

LIST OF TABLES

Table		Page
1	Distribution of Age for the Groups .	11
2	Distribution of IQ for the Groups .	11
3	Summary of Groups by Scales by ERs Analysis	18
4	Summary of Analysis of Variance for Scales between Groups	20
5	Simple Effects for the Intensity Scale between the Groups	21
6	Significant simple Effects for ERs for Intensity Scale between Groups .	23
7	Summary of Analysis of Variance for Scales within Groups	24
8	Significant simple Effects for Scales within Groups	26
9	Summary of Mean Scores	31

LIST OF FIGURES

Figure		Page
1	Means of the three Experimental Groups for each Emotionality Factor . . .	27

CHAPTER I

INTRODUCTION

Professional workers in psychiatry, psychology, and social work have become in recent years increasingly aware of the importance of the father for the psychological development of the child. Compared with the mother, the father has been a neglected figure in research. For a long time Bowlby's report: "Maternal Care and Mental Growth (1952)", was considered the definitive study on affectional deprivation. However, the consideration that a woman becomes a mother not only because a man fathered her child, but also because this man is her husband and this specific father of this child, inspired a great deal of research. The investigation of the influence of the mother on the child for good or evil cannot disregard the question: What is the influence of the father on the child for good or evil?

Layman (1961) indexed the studies done in this field as represented in "Psychological Abstracts" for 1955 through 1959. She reports that the topic "mother" was explored 202 times, and the topic "father" only 42 times. More than half of the publications on the latter topic were either theoretical essays or limited exploratory presentations of clinical material. From her research she concluded

that in order to delineate the ideal role of the father in relation to the psychological development of the child, many variables should be considered. Among these are the mother-father relationship, the specific sub-culture, and the social level of the family.

For many authors the first point to be investigated was the specific effects of the absence of the father on the personality of the boy. This seemed to be the most feasible way to understand the influence of the father.

Studies of fatherless preschool boys suggest that they are less aggressive (Sears, 1946), show strong striving to father identification and compensatory masculinity (Lynn, 1959), and even biological longing for the father (Weisenhutter, 1954). Sex anxiety seems to be present, but it is hard to determine whether this is due to father-absence (Stephens, 1961). These children are low in masculinity characteristics and show poor peer adjustment (Lynn, 1959).

More studies have been done of boys aged from six to ten. Bach (1946) discovered that the boys' perception of their absent fathers is idealistic. They see him as affectionate and agreeable, which suggests a rather feminine picture. Tillor (1958) found a striving for identification with the father together with immaturity and striving for compensatory masculinity.

McCord (1962) in a longitudinal study of boys from their tenth through fourteenth years summarizes previous

studies. He quotes as results of father-absence: anxiety, alcoholism, homosexuality, totalitarian tendencies and delinquency. One of the contributions of his study is the specific determination of certain variables. For example, sex anxiety was primarily caused by family instability; oral regression depended on whether or not the attitude of the mother was deviant and rejecting; feminine identification was dependent on the age of the child when the father separation took place. He found no significant relationship between gang delinquency, criminality, and father-absence. There was a distinct relationship between gang delinquency, criminality and family instability.

Studies of boys of secondary school age are not numerous. Leichty (1960) found a high frequency of strong oedipal tendencies. Burton and Whiting (1961) in agreement with McCord found in their sample no significant relationship between father-absence and gang delinquency-criminality.

In studies of boys from father-present families it was necessary to differentiate between strong and weak father roles in order to understand the influence of the father on his son. Most of the previously mentioned studies have neglected this distinction. There is a real danger of oversimplification when certain personality characteristics are attributed to father-absence, that are actually the result of the mother's attitude towards the boy. This attitude often depends on the way she has dealt with the affective deprivation resulting

from the loss of her husband.

Some studies clarify basic anthropological data for our society (Mead, 1959). Bartemeier (1953), Kanner (1958), and Tiller (1958) found that fathers are the natural masculine models for the boy, but other models are also possible. Boys prefer the father; girls the mother (Blum, 1949). Hoffman (1961) attributes self-confidence, assertiveness and skill in the peer group to a warm, positive relationship with the father. Kagan (1956 and 1961) and Emmerich (1962) agree that boys between six and ten years of age perceive the father as less friendly and nurturant, and more dominating and threatening than the mother, in accordance with the parental role concepts of our society. Hoffman (1961), too, refers to anthropological and cultural data when he states that in cross-sex identification the boy chooses the stronger parent, whereas the girl prefers the affectionate one. Mussen and Distler (1959) discovered that a rewarding and nurturant father as well as a punitive and threatening one are both in a position to serve as a model for the boy.

The methods of investigation used in the aforementioned studies differ greatly. However, they may be summarized in the following way. Observation techniques, interviews, and questionnaires were used for assessing the parents. A variety of tests were used with the child, including choice devices to assess preferences for either parent, interest and attitude tests, personality inventories and projective tech-

niques such as TAT, Blacky pictures, doll-play, and drawings. Most of the investigators tried to assess direct effects on the personality of the child. They looked for characteristics resulting from identification with the parents, such as anxiety, homosexuality and aggression.

McCarter's study, "Emotional Components of Early Recollections" (1961), provides a different and interesting method of investigating emotional processes. Emotional components of Early Recollections (ERs) are determined and correlated with psychiatric diagnosis.

Nearly all personality theorists agree that an individual's childhood experiences exercise a profound influence upon his subsequent behavior. Salient features of developmental experiences are retained indefinitely and are recalled to facilitate decision-making and adaptive behavior. As a consequence, what a person thinks, says, does is partly determined by information stored in his memory since early childhood. Because childhood experiences play an important role in the determination of adult behavioral patterns, one would expect that the relationships of an Early Recollection to adult personality structure would be thoroughly known by this time. But this specific research territory still looms largely unexplored (McCarter, p. I).

The goal of his study was to find relationships between the affective dimensions of ERs and later emotional adjustment. Two separate, but related experiments were conducted. For the first experiment 80 affective adjectives were chosen. These covered as well as possible, the whole range of conscious emotion. 415 college students, instructed to recall two specific unforgettable experiences, were asked

to describe these two experiences by indicating the position of the 80 affective variables on an 18-point rating scale, anchored upon the two recalled experiences. Factor analysis of the intercorrelation matrix, derived from these 80 ratings, yielded four bipolar, orthogonal factors. The two poles of each factor represented the extremes of an emotional continuum and were called; Pleasantness and Unpleasantness, Arousal and Indifference, Acceptance and Rejection, Comprehension and Puzzlement. These four factors together account for 58.9 per cent of the total variance in the factor loadings. The Pleasantness, or Hedonic Factor, for 43.2 per cent, the Arousal, or Intensity Factor, for 6.4 per cent, the Acceptance, or Social factor, for 4.9 per cent, and the Comprehension factor for 4.4 per cent respectively. Each factor reflects an emotional dimension with a positive and a negative pole. The first factor is a straight Hedonic Factor. The negative as well as the positive pole of the three factors contains both a negative and positive hedonic loading. Specific factor descriptions are presented in Appendix C.

In the second experiment 40 sociopaths, 16 alcoholics, 10 organics, 13 paranoid schizophrenics, and 23 normals were asked to visualize their early recollections of five specific situations and to imagine how they felt in childhood at the alleged occurrence of the recalled experience. They were required to indicate their recalled feelings by circling the appropriate numeral on each of four

primary emotion rating scales derived from the results of the first experiment. The five ERs requested were: Alone, Alone with an Animal, Alone with Mother or other Female, Alone with Father or other Male, and Alone with a Playmate.

A discriminant function analysis showed that the five groups could be differentiated by two orthogonal dimensions representing complex combinations of the four primary scales. The social dimension separated organics and paranoid schizophrenics from each other and from the other three groups. The comprehension dimension separated normals from the other four groups. Neither dimension could be used to classify sociopaths or alcoholics correctly. The overall classification of the 102 subjects correlated .32 with psychiatric diagnosis, a value significant at the .001 level of confidence.

During many years of experience with boys coming from broken homes and living in institutions, the author of this paper became particularly interested in possible relationships between the emotional problems of these boys and the absence of the father-figure. McCarter's technique seemed to be a promising and simple method of investigating these relationships without apparent need for detailed and extensive information about parental interrelationships and personality, as was required in previous studies.

McCarter (1961) reviews effectively previous studies in which the early memory was developed as a valid projective technique. Early memories have long been considered as valid

projections of the influence an individual's childhood experiences exercise upon subsequent behavior. These ER projections are usually interpreted like TAT protocols.

The present study was undertaken in an attempt to answer the following questions.

1. Is McCarter's Early Recollection rating technique a useful and efficient tool in research with boys of 12 to 15 years of age?
2. Do boys living in institutions show an emotional pattern different from that of boys living with their parents and boys living with mother only? If so, can this pattern be described specifically?
3. Can the extent of the influence of father-absence on the emotional pattern of institutional boys be determined?

CHAPTER II

METHOD

Subjects

Three groups of thirty boys, twelve through fourteen years of age, were investigated. The groups were classified according to their family situation: Group I - boys living with neither parent; Group II - boys living with both parents; Group III - boys living with mother only.

Group I identifies typically the boy living in an institution who has minimal chances for any affective attachment. The subjects of this group were taken from two different institutions. Some know their parents, while others do not. Some have lived with their parents for a certain length of time, and some even see them occasionally. They are alike in that they have spent many years of their short lives in one or more institutions. Often they have been moved back and forth from foster home to institution over a period of many years.

The boys in Group II lived with their natural parents. They were pupils from two schools in the City of Toronto. The marriage of the parents was described by the school principals as "normal".

The boys in Group III lived with the mother only, since the father's absence of at least two years. They were pupils from ten schools in the City of Windsor.

In addition to absence or presence of the father as a selective factor, the three groups were matched for I.Q. and age. The matching was done on the basis of a group average, as represented in Tables 1 and 2. The I.Q.'s for the first group are based on the WISC. For the other groups the Dominion Group Test of Learning Capacity was used.

The three groups were also equated in socio-economic status according to three social class characteristics: Occupation of the father, Source of Income, and City-area. (Warner 1957).

It was hard to determine the social class for quite a few of the institution boys, because sometimes the fathers were unknown, or the effect of the parents on their rearing seemed negligible. The available social histories, however, suggested strongly that their family's social class was either lower-middle or upper-lower. The other two groups, therefore, were also taken from these social classes which are often together called: the working class. Occupational rating is the best single characteristic for predictive purpose in the determination of social class. (Warner 1957). The optimum weight is highest for occupation when other status characteristics are missing. This is followed by source of income as second highest under the same conditions. The

Table 1
DISTRIBUTION OF AGE FOR EACH GROUP OF BOYS

AGE	GROUP I	GROUP II	GROUP III
15 years	5	3	4
14 years	9	8	6
13 years	7	8	10
12 years	9	11	10
<hr style="border-top: 1px dashed black;"/>			
TOTAL	30	30	30

Table 2
DISTRIBUTION OF I.Q. FOR EACH GROUP OF BOYS

I.Q.	GROUP I	GROUP II	GROUP III
A (120 and up)		1	1
B (111-120)	2	5	3
C (90-110)	10	13	15
D (80-89)	13	10	8
E (70-79)	5	1	3
F (69 and down)			
<hr style="border-top: 1px dashed black;"/>			
TOTAL	30	30	30

following standards were used for the third group. The occupation of the mother was relied on, if the occupation of the father could not be traced. In case the occupation of neither father nor mother was clear, source of income was substituted.

In the selection of the second and third groups the third standard, that of city area, was also used. Both groups were taken from lower-middle and upper-lower city districts, with average and fair houses. The three groups will be referred to as Group I: family-absent boys, Group II: family-present boys, Group III: father-absent boys.

Test material

Copies of a booklet were used similar to that of McCarter's with a few minor corrections to better suit the present population. Each booklet consists of five pages, each page dealing with one specific situational ER, and each stimulus provided with 18 point, four bipolar scales: Displeased-Pleased, Aroused-Indifferent, Rejecting-Accepting, and Comprehending-Puzzled. The five ERs requested are the subject's early recollections of being alone, of being with an animal, of being with mother, of being with father, and of being with a playmate.

For easier rating the scales were converted from a row of eighteen numbers into a row of eighteen boxes. Each row was divided into two equal sections of nine boxes by a

full page centre line. This was done in order to accentuate more clearly the different values of the positive and negative sides of the scales. Emphasis was thus laid on the scoring distances from either pole. This was considered to be more understandable to the boys, since an evaluation in numerals seemed too abstract. Moreover, the positive and negative loadings of each continuum were briefly described in the words from which the emotional components originally were derived. A copy of this booklet will be found in Appendix A.

Procedure

From a pilot study it was decided that testing should be done in relatively small groups. Use of blackboard and/or paper for demonstration was also found advisable.

In the experimental sessions proper, the test was introduced to the boys as a memory test. The examiner stated that he wanted to know how well 12 to 15 years old boys could recall their feelings about things that had happened a long time ago. The examiner told the boys that he had to pass a test, and that they could help him. The boys were assured that they had no reason to fear failure. The test was administered to groups ranging in numbers from 3 to 10. Signatures were requested. This was expected to create a problem. However, no boy seemed to mind signing his paper.

The examiner copied the scales on the blackboard or on a sheet of paper and explained the scoring method by

using the centre line and the boxes. This was followed by questions regarding the significance of the different 'feelings'. In this way the boys clarified for themselves the meaning of each continuum. Special attention was paid to the fact that one pole might have both a negative and a positive meaning. Then a certain definite experience, familiar to all the boys, was proposed as an example. "Your First Day At School", was typically one of these examples. The boys were requested to rate their feelings on blackboard or a sheet of paper by checking off one of the boxes. It was explained that differences were to be expected because each boy thinks differently about the same thing. Sometimes the examiner rated his own feelings, too. This was continued until, in the opinion of the examiner, an adequate proficiency level was reached.

After the examiner was assured that the boys had a proper understanding of the test the boys were issued a sheet with the printed scales. Each boy was then asked to rate his recollection of the first time he went on a camping trip, or else the day he got a bicycle. This was a final and individual check of the subjects' comprehension of the scoring. Unexpected scores were rechecked, as, for example, a low score for such a usually positive experience as "Camping Out". Questions were answered.

Finally each boy received the standard five page test booklet. A copy is shown in Appendix A. The boy was

asked to rate his feelings about the five early experiences already mentioned.

McCarter (p.35) suggested that further studies should determine the relationships between emotions and content of the ERs. The boys were therefore asked to describe in a few words or a short sentence whom or what they were actually thinking of for each early experience. This latter request was made only after all had finished scoring the test. Appendix B contains these descriptions.

Statistical Analysis

A three-way analysis of variance (Winer 1962, p. 319 ff) was planned to determine overall differences between Groups, Scales and Recollections. If significant interactions were found in the overall three-way analysis then tests for simple main effects (Lindquist, 1956) were to be carried out. For those effects which are found to be significant, selected t-tests (McNemar, 1962) were to be performed to determine relationships between individual means. The questions under investigation may be answered in terms of statistical analysis thus:

1. Any of the following results would lead to the conclusion that the Early Recollection Rating Technique of McCarter is a useful and efficient tool in research with boys:
 - (a) Significant main effect for Early Recollections.
 - (b) Significant main effect for Scales.

(c) Significant interaction of Scales and Early Recollections.

2. Any of the following results would indicate different emotional patterns among the three groups of boys.

(a) Significant main effect for Groups.

(b) Significant "Groups by Scales" interaction.

(c) Significant "Groups by ERs" interaction.

(d) Significant "Groups by Scales by ERs" interaction.

Given significant interactions here, differences between group patterns would be shown by simple main effects for Groups at different levels of Scales or ERs.

3. The effect of father-absence would be indicated by simple effects where the means for family-absent and father-absent Groups are similar and both different from the family-present Group.

The effect of family-absence would be indicated by simple effects, where the means for family-present and father-absent Groups are similar and both different from the family-absent Group.

CHAPTER III

RESULTS

In order to obtain comparable results, consistent directions for the four rating scales are needed. This can be accomplished by reversing the directions of the first and third scales. The positive pole of each continuum is now at the right end of the scale. This is done mainly to prevent the appearance of artifacts in the analysis.

Main Analysis

The results of the overall analysis of variance for the three factors (Groups, Scales, ERs) are summarized in Table 3.

These results can be briefly stated:

- (a) The main effects for Scales and for ERs were significant.
- (b) The "Scales by ERs" and "Groups by Scales" interactions were significant.
- (c) The main effects for Groups and the "Group by ERs" and "Groups by Scales by ERs" interactions were not significant.

Table 3
SUMMARY OF GROUPS BY SCALES BY ERs ANALYSIS

Source of variation	Sum of Squares	df	MS	F
<u>Between Subj.</u>	8,022.91	89	90.14	
Groups	74.51	2	37.26	
Subj. w. Groups	7,948.40	87	91.36	
<u>Within Subj.</u>	55,475.7	1710	32.44	
Scales	283.01	3	94.34	3.75*
Groups X Scales	2,454.4	6	409.07	16.27***
Scales X Subj. w. groups	6,561.4	261	25.13	
ERs	8,244.4	4	2061.1	44.95****
Groups by ERs	308.6	8	38.58	
ERs X Subj. w. groups	15,957.2	348	45.85	
Scales X ERs	5,098.8	12	424.9	24.37***
Groups X Scales X ERs	36.45	24	1.52	
Scales X ERs X Subj. w. Gr.	18,202.5	1044	17.43	

Probability levels: * P .05				
** P .01				
*** P .001				

Supplementary Analyses

The significant "Groups by Scales" interaction indicates that different emotional patterns are found among the three Groups. Two supplementary one-way analyses of variance and t-tests for the simple main effects and simple effects for the Groups at different levels of Scales and ERs were performed. These calculations were necessary in order to clarify the different emotional patterns of the three Groups. The results are as follows:

A: The results of the first one-way analysis of variance and t-tests are as follows:

1. Analysis of differences among the Groups for each Scale.

Table 4 shows the results of the first one-factor analysis of variance which compared the Groups across each Scale. As can be seen, the Groups vary significantly only on the Intensity Scale. The three Groups were not significantly different on the Hedonic, Social and Comprehension scales.

2. Comparison of simple effects for between Group differences within each Scale.

In order to determine the nature of the variance between the three groups on the Intensity scale, each group was compared with each of the other groups. Table 5 shows t-ratios of the differences between the uncorrelated means for each of the group comparisons. The t-ratio of the differ-

Table 4
SUMMARY OF ANALYSIS OF VARIANCE
FOR SCALES BETWEEN GROUPS

Source of Variation	Sum of Squares	df	MS	F
<u>Hedonic Scale</u>				
Groups	208	2	104	
Within Groups	<u>14,650</u>	<u>87</u>	168	
Total	14,858	89		
<u>Intensity Sc.</u>				
Groups	2,224	2	1,112	4.31**
Within Groups	<u>22,445</u>	<u>87</u>	258	
Total	24,669	89		
<u>Social Scale</u>				
Groups	169	2	84.5	
Within Groups	<u>16,660</u>	<u>87</u>	191	
Total	16,829	89		
<u>Comprehension</u>				
Groups	43	2	21.5	
Within Groups	<u>18,800</u>	<u>87</u>	216	
Total	18,843	89		

Table 5
SIMPLE EFFECTS FOR THE INTENSITY SCALE
BETWEEN GROUPS

Groups	Difference Means	t
Family-absent vs Family-present	8.3	2.24*
Family-absent vs Father-absent	11.9	2.76**
Family-present vs Father-absent	3.6	0.8

Probability levels: * P .05		
** P .01		
*** P .001		

ences on the Intensity scale between the family-absent boys and the family-present boys was significant. The t-ratio of the differences on the Intensity scale between the family-absent boys and the father-absent boys was also significant. Family-present and father-absent boys did not differ significantly from each other on the Intensity scale.

3. Simple effects within the Scales between the Groups.

Only the Intensity Scale differentiated between the three groups. The Group scores for each Scale are the totals of five subscores, because the same scale was rated five times for five different ERs. Thus each Group has five subscores on the Intensity scale. The subscores which contributed to the significance of the Group differences on this Intensity scale were then investigated. The family-absent and family-present boys obtained significantly different Intensity scores. Table 6 shows that a comparison of the ERs for this scale yielded significant t-ratios for the "Mother" recollection and "Playmate" recollection. The same comparisons between the family-absent and father-absent boys yielded a significant t-ratio for the "Playmate" recollection.

3: The results of the second one-way analysis of variance and t-tests are as follows:

1. Analysis of differences among Scales for each Group.

Table 7 shows the results of the second one-factor analysis of variance which compared the four emotionality scales within each Group. In the group of father-absent boys the four Scales differed significantly. The Scales differ-

Table 6

SIGNIFICANT SIMPLE EFFECTS FOR ERs
FOR INTENSITY-SCALE BETWEEN GROUPS

Recollections	Difference between Means	t
<u>Mother ER</u>		
Gr. I vs Gr. II	3.50	3.24**
<u>Playmate ER</u>		
Gr. I vs Gr. II	2.84	2.08*
<u>Mother ER</u>		
Gr. I vs Gr. III	3.07	1.88
<u>Playmate ER</u>		
Gr. I vs Gr. III	5.27	3.21**
<u>Mother ER</u>		
Gr. II vs Gr. III	0.16	0.1
<u>Playmate ER</u>		
Gr. II vs Gr. III	2.33	1.23

Probability levels: * P .05		
** P .01		
*** P .001		

Table 7
SUMMARY OF ANALYSIS OF VARIANCE
FOR SCALES WITHIN GROUPS

Source of Variation	Sum of Squares	df	MS	F
<u>Family-absent</u>				
Scales	1,286	3	428	3.07*
Subjects	13,709	29		
Within groups	<u>12,121</u>	<u>87</u>	139	
Total	27,116	119		
<u>Family-present</u>				
Scales	353	3	117	1.0
Subjects	15,752	29		
Within groups	<u>9,363</u>	<u>87</u>	107	
Total	25,468	119		
<u>Father-absent</u>				
Scales	2,049	3	683	5.25**
Subjects	10,281	29		
Within groups	<u>11,328</u>	<u>87</u>	130	
Total	23,658	119		

* P .05				
Probability level: ** P .01				

83459

ences in the family-absent Group present a trend which is also significant. The Group of family-present boys did not show significant Scale differences.

2. Comparison of simple effects for between Scale differences within each Group.

The nature of the variance between the Scales within each Group was also investigated. This time each Scale was compared with each of the other Scales within each Group and t-ratios between the correlated means calculated. Table 8 shows the results.

Within the family-absent Group the Intensity and Comprehension scales yielded a significant difference. The Social and Comprehension scales were also significantly different. Within the father-absent Group the comparisons between the Hedonic and Intensity scales, the Hedonic and Comprehension scales, the Intensity and Social scales, and the Social and Comprehension scales were found to be significant. Within the family-present Group no significant t-ratios were found between any of the paired Scales. Figure 1 illustrates graphically the mean score obtained by each group for each of the emotionality factors.

3. Simple effects between Scales within each Group.

The Group score for each Scale is the result of five subscores because each Scale was rated five times for five different ERs. The contribution of the subscores to the significance of the Scale differences within each Group

UNIVERSITY OF WINDSOR LIBRARY

Table 8

SIGNIFICANT SIMPLE EFFECTS FOR SCALES WITHIN GROUPS

Groups	Scales	Differences between Means	t
<u>Family-absent Group</u>	Intensity vs Comprehension	13.56	8.16 ***
	Social vs Comprehension	11.90	4.36 ***
<u>Father-absent Group</u>	Hedonic vs Intensity	15.96	5.61 ***
	Hedonic vs Comprehension	12.23	6.23 ***
	Intensity vs Social	16.73	7.67 ***
	Social vs Comprehension	9.96	5.03 ***

Probability levels: *** P .001

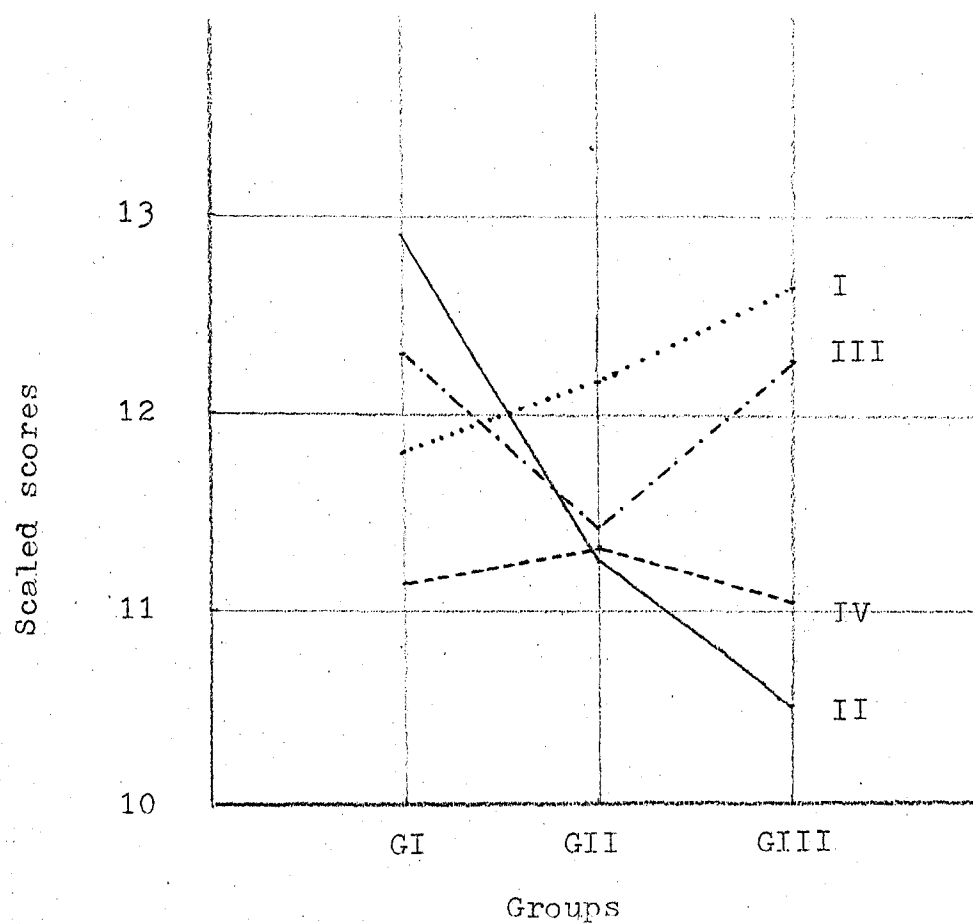


Figure 1. Means of the three experimental groups for each emotionality factor

was now determined.

Within the family-absent group the "Alone" and "Mother" recollections yielded significantly different mean scores between the Intensity and Comprehension scales. Between the Social and Comprehension scales four ERs yielded significantly different mean scores, viz, the "Animal", "Mother", "Father" and "Playmate" recollections.

Within the father-absent Group significantly different mean scores between the Hedonic and Intensity scales were found for the four ERs of: "Animal", "Mother", "Father" and "Playmate". Between the Hedonic and Comprehension scales the ERs for "Animal", "Mother", "Father" and "Playmate" yielded significant differences. The ERs for "Mother", "Father" and "Playmate" showed significant differences between the Intensity and Social scales. Between the Social and Comprehension scales the ERs for "Animal", "Mother" and "Father" were significantly different.

CHAPTER IV

DISCUSSION

The discussion consists of five parts. The overall analysis of variance will be discussed first. Next, an attempt will be made to describe from the subsequent analyses the emotional pattern of each group of boys. This will be followed by a closer examination of Scales and Recollections to see whether observations can be made from the fact that differences were not found where they might have been expected. Then an attempt will be made to answer the question of how much of the emotional make-up of family-absent boys is accounted for by the absence of the father. The final part will consist of an evaluation of this study and suggestions for further research.

A. Main Analysis

The significant main effects for Scales and ERs and the significant "Scales by ERs" interaction indicate that the Early Recollection rating technique is a useful and efficient tool in research with other than adult subjects. The significant main effect for the Scales gives evidence of the boys' ability to make a differential judgment between the four emotional factors as proposed by McCarter. It means that these affects are indeed different for the boys, which

is an indication of such variation in emotional responsiveness. The significant main effect for the ERs shows that early memories vary in emotional loadings. The "Alone" recollection is a negative one for all subjects throughout the groups, and the "Father" recollection is a positive one (Table 9). The significant "Scales by ERs" interaction means that the different ERs have different emotional patterns

McCarter's technique then, using emotionality Scales and ERs does reveal effectively differences in emotional pattern, and seems to be a sensitive instrument to detect the presence of such pattern differences.

2. Of the results which would indicate different emotional pattern between the three groups of boys, only the "Groups by Scales" interaction is significant. This, however, is the most powerful indicator of between group patterns, because it deals with different factors of emotionality for different groups. This was exactly the second goal of this study. The other results which would indicate differences in emotional pattern are not significant. The things that would make those results significant are probably masked because the variance due to these effects is already largely contained in the other significant effects. In addition, the significant "Groups by Scales" interaction contains the major part of the variance.

3. The simple main effects of groups at different levels of the Scales showing differences between emotional patterns are

Table 9

SUMMARY OF MEAN SCORES WHERE N IS THE NUMBER
OF SCORES USED IN CALCULATING THE PARTICULAR MEAN

Means for Maineffects

Groups (N 600)			Scales (N 450)			ERs (N 360)		
I	12.06		I	12.23		I	7.61	
II	11.63		II	11.62		II	11.90	
III	11.62		III	12.02		III	12.78	
			IV	11.20		IV	13.46	
						V	13.08	

Means for simple Maineffects

Groups X Scales (N 150)				Groups X ERs (N 120)			
	Gr.I	Gr.II	Gr.III		Gr.I	Gr.II	Gr.III
Sc.I	11.89	12.18	12.63	ER I	7.56	8.42	6.85
Sc.II	12.96	11.30	10.59	ER II	12.31	11.74	11.66
Sc.III	12.23	11.46	12.20	ER III	12.83	12.35	13.16
Sc.IV	11.14	11.39	11.06	ER IV	13.60	13.23	13.54
				ER V	13.97	12.40	12.89

Scales X ERs (N 90)

	ERI	ERII	ERIII	ER.V	ER V
Sc.I	5.05	13.25	14.61	14.16	14.10
Sc.II	12.97	11.31	10.43	12.02	11.43
Sc.III	5.93	12.04	14.00	14.23	13.73
Sc.IV	6.31	11.27	12.10	13.42	12.90

Means for Simple Effects grouped by ERs (N 30)

Recollection I				Recollection II				Recollection III			
	Gr. I	Gr.II	Gr.III		Gr.I	Gr.II	Gr.III		Gr. I	Gr.II	Gr.III
Sc.I	4.36	5.90	4.90	Sc.I	13.46	12.56	13.73	Sc.I	14.20	14.53	15.30
Sc.II	13.53	13.20	12.20	Sc.II	11.53	11.36	11.03	Sc.II	12.53	9.30	9.46
Sc.III	5.76	6.90	5.13	Sc.III	12.63	11.33	12.16	Sc.III	13.70	13.33	14.96
Sc.IV	6.60	7.70	4.63	Sc.IV	11.23	11.70	10.90	Sc.IV	10.90	12.46	12.93

Recollection IV

Recollection V

	Gr. I	Gr.II	Gr.III		Gr. I	Gr.II	Gr.III
Sc.I	13.43	14.43	14.63	Sc.I	14.00	13.70	14.60
Sc.II	12.73	11.40	11.93	Sc.II	14.10	11.26	8.93
Sc.III	14.43	13.86	14.40	Sc.III	14.63	12.76	13.80
Sc.IV	13.83	13.23	13.20	Sc.IV	13.16	11.86	13.66

discussed in the separate group profiles which follow.

4. Simple effects indicating differences between the groups as the result of father-absence and family-absence are also dealt with later.

B. Description of Emotional Patterns

1. Family-absent Boys

- a. Between Groups Scale differences. The Intensity scale discriminates the family-absent boys from both other groups. The emotional make up of these boys seems to be determined by the fact that they are more easily aroused and more intense in their emotional reactions than other boys. Block, Abelson and Sermat identified the close correspondance of this factor with tension-sleep. The positive pole of this factor resembles a unipolar factor identified by Ekman as Aufregung (McCarter p. 14).
- b. Simple effects for Intensity Scale between Groups. The recollection which contributes most to the Intensity difference between family-absent and family-present boys is the "Mother" recollection. The content of this ER illustrates further the attitude of family-absent boys towards the mother figure (Appendix B). Many of these boys do not know their true mother, and do not mention her in this recollection. Quite a few boys thought of females they hardly knew or knew only for a short while as mother substitute. Some mentioned even ideal, unreachable beings as "God" and "Mary". One boy

said that he was thinking about "a mother". For these deprived boys, it seems as though a great deal of idealization and wishful thinking is evoked by the mother figure as the symbol of affection and love.

The "Playmate" recollection is mainly responsible for the difference in Intensity between the family-absent and the father-absent boys. This Intensity factor is also responsible for the difference between the family-absent and the family-present groups, although to a lesser degree. The family-absent boys also acquired for the "Playmate" recollection a higher overall mean score for all factors than the two other groups (Table 3). The inference is that peers have a special meaning (i.e. more intensive) for boys separated from both parents. Their need for affection is highly aroused by peers, perhaps because they are the only available source of affection and security.

Children want to be fondled, loved and praised. They have a tendency to cuddle up, always to remain close to loved persons..... One can always observe that the child directs his efforts for affection towards other, not towards himself, as Freud believes (Adler, 1956).

Workers in the Child Welfare field and students of child development agree that affectively neglected boys are often aggressive. This would also suggest that the high Arousal in the family-absent boys is caused by the need for affection as exemplified in the significance of such factors as "Mother" and peer recollections.

The child may arrive at a position of aggression. Every unsatisfied drive ultimately orients the organism toward aggression against the environment. The rough characters and the unbridled incorrigible children can instruct us in the way the continuously unsatisfied drive for affection stimulates the paths of aggression (Adler, 1956).

c. Within-Group Scales Differences. Figure I (p.27 supra) illustrates the significant differences in mean scores obtained by the family-absent boys (Gr. I) on each of the four emotionality scales. These scale differences within the group suggest that "Intensity" and "Sociability" define more accurately the emotional make-up of family-absent boys, than does "Comprehension" (Table 8). This means that boys without a family are low in "precise orientation toward a specific goal", as McCarter describes a low score on the Comprehension Scale. The Intensity factor has something in common with factors described by earlier studies as Furcht and Surprise-Fear (McCarter, p. 16).

2. Father-absent boys

a. Between-Group Scale Differences. No emotional scale discriminates the father-absent boys from the control group of family-present boys. The father-absent boys, however, differ significantly from the family-absent boys in the Intensity dimension. The former are lower in "Intensity". Figure I (p.27 supra) illustrates that father-absent boys even tend to be lower in Intensity than the family-present boys.

The inference is that father-absence has the reverse effect of family-absence on the Intensity dimension of emotionality. Family-absent boys overreact and father-absent boys tend to underreact when compared with boys from intact families.

The presence of the mother has apparently a dampening effect on the Arousal level of fatherless boys, as the absence of the family has an intensifying effect on the Arousal level of family-absent boys.

b. Simple effects for the Intensity Scale between Groups.

The peer recollection accounts mainly for the difference in Arousal between father-absent and family-absent boys. The father-absent boys are not as easily aroused as the family-absent boys where peers are concerned. In fact, they are not aroused enough, if compared with the family-present boys.

In the "Mother" recollection the father-absent boys do not differ from the family-absent boys, but their overall mean score is largest of all three groups (Table 9). This suggests that the mother means more to the fatherless boys than to the boys of the two other groups. It seems as though the emotional pattern of fatherless boys and especially their attitude towards peers cannot be understood without making reference to the emotional relationship with their mother.

c. Within Group Scale Differences. Figure I (p.27supra) illustrates that the score on the Hedonic scale is highest of all four scales in the father-absent group, and significantly higher than "Comprehension" and "Arousal" (Table 8). This is

also true for the "Social" or "Acceptance" scale, indicating that the father-absent boys tend to be more "Pleased" and "Accepting" than "Aroused" and "Comprehending".

This pleasure orientation combined with the importance of the "Mother" recollection tends to support previous findings that father-separated boys show dependency signs (Stephens 1961) and feminine identification (McCord 1962). The suggestion that the mother has an effect on the relationship with the peer group seems supported by the finding that poor peer adjustment is a result of father-absence (Lynn 1959, Tillor 1958).

3. Family-present boys

Figure 1 (p.27supra) illustrates that the family-present boys do not show significant differences between the scales and within the group. The means for the four scales are very close together, and the Hedonic score is highest. The means in "Groups by Scales by ERs" interaction show that the family-present boys almost consistently scored toward the centre of the 18 point continuum (Table 9). The two other groups scored almost consistently higher or lower than the family-present group. From this difference in scoring variability on the four scales one may infer a greater emotional balance in the family-present boys. Boys living a normal family-life with both parents do not fluctuate significantly in their emotions.

C. Examination of Scales and Recollections

Some observations can be made on the fact that differences were not found where they might have been expected. In the first place, family-absent and father-absent boys obtained an equal score on the Acceptance scale. This score differs to some extent from the same score for the family-present boys. Secondly, the Hedonic scale did not differentiate between the three groups. Lastly, the three groups did not differ significantly in the "Father" recollection. We shall examine each of these unexpected results and try to account for them.

1. Family-absent boys and father-absent boys did not differ significantly from the family-present boys on the Acceptance scale. However, it is interesting that both groups obtained a same mean score, higher than the mean score for the family-present group. The graph in Figure 1 (p.27supra) illustrates a tendency for the Acceptance scale to differentiate the family-present boys from both other groups. This emotional dimension might reflect a common characteristic of family-absent and father-absent boys. McCarter (p. 15) describes the Acceptance factor as essentially a social (or interpersonal) factor. It is related to other factors known in the literature as Interpersonal Relatedness (Block), Sehnsucht and Zorn (Ekman and Rejection (Nummenmaa and Kauranne).

2. The technique combining ERs and emotionality

scales is considered to be a projective method to investigate present and active emotions. One may expect that the family-absent boys would especially express many unhappy feelings due to their unhappy life experiences. As a consequence of this, the Hedonic scale should show a markedly lower score for the family-absent group, clearly differentiating this group from the other two groups. The graph in Figure 1 illustrates that the tendency is there, but not to a significant degree. If this expectation of hedonic differences between three groups of boys with such a different family background is well-founded then there must be a reason why the family-absent boys obtained unexpectedly high scores on the Hedonic scale. It is no less surprising that the father-absent boys tended to score even higher on the Hedonic scale than did the family-present boys. The following comparison of ERs suggests a possible explanation.

3. The "Groups by ERs" interaction is not significant. However, the groups showed significant differences on the level of the subscores (ERs) on some scales. The "Mother" recollection appears to be critical for the Arousal dimension between family-absent and family-present boys. The peer recollection accounts for the difference between family-absent and father-absent boys. The "Father" recollection bears no importance whatsoever to the discriminative power of the Intensity scale, neither between family-absent and family-present boys, nor between family-absent and father-

absent boys.

A check of the individual content of the "Father" recollections and of the actual ratings is helpful for understanding (Appendix B). Quite a few of the family-absent boys gave favorable ratings which were not consistent with the actual negative content they verbalized. The author knows that other boys rated positive feelings toward fathers who objectively did very little to deserve such positive feelings. It seems that the father-absent boys recollect past events in a manner highly charged with imagination and affection. There is reason to assume that the boys are very selective in their memories when thinking about their father or unknown, imagined father. Concerning selectively in early recollections, Adler (1956) has said:

There are no 'chance memories': out of the incalculable number of impressions which meet an individual, he chooses to remember only those which he feels, however darkly, to have a bearing on his situation. Thus his memories represent the "history of my life"; a story he repeats to himself to warn him or to comfort him, to keep him concentrated on his goal, and to prepare him by means of past experiences, so that he will meet the future with an already tested style of action.

and further:

We do not believe that early recollections are correct records of actual facts. Many are even fancied, and most perhaps are changed or distorted at a time later than that in which the events are supposed to have occurred; but this does not diminish their significance. What is altered or imagined is also expressive of the patient's goal....

This idealization resembles very much some forms of cognitive distortion produced by frustration of needs. These distortions are known in the literature as the results of autistic thinking (Adler, 1956; Krech, Crutchfield and Ballachy, 1962). The individual, consciously or unconsciously, models his perceptions according to his needs. What is said about the "Father" recollection can also be applied to the "Mother" and "Peer" recollections, as discussed earlier.

The need for affection results in an idealized and unrealistic expectancy and perception. This is particularly the case in recollections dealing with dyadic relationships, as mother, father and playmate. Thus, the unexpected distribution of the group scores on the Hedonic scale might be accounted for.

The overall means for the "Father" recollection differ only slightly between the groups and are higher than any other ER score. Only in the case of the family-absent boys did the mean for the peer recollection rate even higher. Previous research findings support the inference from the present study that the "father" has a special significance for boys between ages 12 through 16, whether they live with him or not.

Mussen and Distler (1959) studied boys from normal families. They found that a rewarding and nurturant father as well as a punitive and threatening one both may serve as a model for the boy. With father-absent boys, Lynn (1959) and Tillor (1958) found a marked striving for identification

with the father. Bach (1946) found that the perception of the absent father is idealistic and that the boys perceived him as affectionate and agreeable. It should be noted that Lynn's study was concerned with preschool boys, while Tillor and Bach studied boys between the ages six and ten. The inference from the present study is that the same findings apply to father-absent boys, 12-16 years of age. The "Mother" recollection is very important to these boys, however, the mean of the "father" recollection tends to be still higher. Lynn (1964) searched the psychological literature and found support for the hypothesis that where a discrepancy in identification (e.g. strong identification of a boy with his mother) exists, males still tend to show male sex role preference, with underlying opposite sex role identification. The present study points toward the same hypothesis.

D. Effects of father-absence

Simple effects as common characteristics of family-absent and father-absent boys were discussed and should, by way of conclusion, answer the final question; how much of the emotional make up of family-absent boys is accounted for by the absence of the father?

Family-absent and father-absent groups show an equal tendency to differ from the family-present boys on the Acceptance scale. The inference is that an increased level of Acceptance is an effect of father-absence. This attitude

is essentially a social one, and related to Interpersonal Relatedness, Sehnsucht, Zorn and Rejection (McCarter, p. 15). This attitude remains, regardless of the fact whether the mother is still present or not, and must therefore be caused by the absence of the father.

Some ERs suggest a tendency to autistic thinking as a second result of father-absence. This autism is present in family-absent as well as in father-absent boys and thus unrelated to absence or presence of the mother. If autism is the result of frustrated need for affection, then the affection of the absent father is needed, which illustrates the vital importance of the father to his son, and the impossible task imposed on a mother when she must also fulfill the father role.

E. Evaluation of the present study and suggestions for further research

Although the Early Recollection Emotional Rating Technique of McCarter, proved its usefulness in research with adolescent boys, a better adaptation of the test to this age level is still needed.

Rating would be facilitated and instructions effectively shortened, if numerals could be replaced by boxes of increasing size reflecting the "amount" of feelings involved in ERs.

Semantics should facilitate the understanding of the names used for each scale. Simpler words should be looked

for and carefully tested, even to the extent of using colloquial words if this benefits the technique.

The amount of autistic thinking found in the results seems mainly caused by the particular background of the subjects used in this study. It is quite possible that the particular content of the ERs as required from the subjects, increases unduly the projection of this autism. Therefore, the content of the ERs should be further tested. Perhaps free use of any early memory would bring out different aspects of emotionality and psychological processes.

The lack of clearly obtained differences, between scores of father-absent and family-present boys might be a result of the fact that the chosen average of two years father-separation is not sufficient to affect significantly the emotional pattern of the boys. Future investigators should extend this space of time.

The present study did not include a group of motherless boys, living with father only. If this group could be found then an interesting dimension would be added to this type of research.

The absent father in the third group of this project is either deceased or has left the family. Future research should investigate whether this causes any differences in the emotional effects of father-absence.

Age and I.Q.-ranges were perhaps too large and might also account partly for the lack of clarity in the results.

The emotional dimensions which characterized each group were not further interpreted. This would actually be a study by itself, much the same as the second part of McCarter's study. This certainly most interesting project must also be left to the future.

CHAPTER V

SUMMARY

Emotion in early recollections was rated on four 18-point scales based on the results a factor-analytic study of recalled emotions by McCarter. Subjects were three groups of adolescent boys. The first group lived with neither parent and were taken from boys' institutions, the second group lived with both parents, the third group lived with mother only.

Statistical analysis showed that the test was able to discriminate different emotional patterns among the groups. High Arousal differentiated the family-absent group from both other groups.

An increased level of Acceptance and autistic thinking was found to be an effect of father-absence.

APPENDIX A

If you cannot remember exactly how you felt during your early experiences , just imagine how you probably felt. It is perfectly all right to guess what your feelings were like.

I Now think about the first time you recall in your life being COMPLETELY ALONE, with no people and no animals close to you. How did you feel? Show your feelings on each of the four lines with numbers.

The third row you should check off anyway, even though nobody was with you. You might have been thinking about somebody or some animal far away and would have feelings of acceptance and rejection for this person or animal.

PLEASED

DISPLEASED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

happy, satisfied

unhappy, dissatisfied

INDIFFERENT

AROUSED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

did not care, was all right, depressed, relieved, could have gone to sleep

cared very much, felt tensed, much involved, fascinated, alarmed, really awake

ACCEPTING

REJECTING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt fine, sympathetic, wanted very much so, felt at home

could not stand it, did not like it, felt lonesome, sorrowful, like running away

PUZZLED

COMPREHENDING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt at a loss, did not know what to do, annoyed, resentful, mixed up, it was all very unclear

did understand, knew what to do, excited, alert, it was all clear to me

II Now think about the first time in your life that you recall

BEING ALONE WITH AN ANIMAL OR A GROUP OF ANIMALS

PLEASED

DISPLEASED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

happy, satisfied

unhappy, dis.satisfied

INDIFFERENT

AROUSED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

did not care, was
all right, depressed,
relieved, could
have gone to sleep

cared very much,
felt tensed, much
involved, fascinated,
alarmed, really
awake

ACCEPTING

REJECTING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt fine, sympathetic,
wanted very much so,
felt at home

could not stand it,
did not like it, felt
lonesome, sorrowful,
like running away

PUZZLED

COMPREHENDING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt at a loss, did
not know what to do,
annoyed, resentful,
mixed up, it was all
very unclear

did understand,
knew what to do,
excited, alert,
it was all clear
to me

III Now think about the first time you remember being
ALONE WITH YOUR MOTHER.

In case you were not reared by your mother, think of the first
time you were alone with the woman who actually did rear you.

PLEASED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

happy, satisfied

DISPLEASED

unhappy, dissatisfied

INDIFFERENT

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

did not care, was
all right, depressed,
relieved, could
have gone to sleep

AROUSED

cared very much,
felt tensed, much
involved, fascinated,
alarmed, really
awake

ACCEPTING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt fine, sympathetic,
wanted very much so,
felt at home

REJECTING

could not stand it,
did not like it, felt
lonesome, sorrowful,
like running away

PUZZLED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt at a loss, did
not know what to do,
annoyed, resentful,
mixed up, it was all very unclear

COMPREHENDING

did understand, knew
what to do, excited,
alert, it was all
clear to me

IV Now think about the first time you remember being
ALONE WITH YOUR FATHER.

In case you were not reared by your father, think about the first
time you were alone with the man who actually did bring you up.

PLEASED

DISPLEASED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

happy, satisfied

unhappy, dissatisfied

INDIFFERENT

AROUSED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

did not care, was
all right, depres-
sed, relieved, could
have gone to sleep

cared very much,
felt tensed, much
involved, fascina-
ted, alarmed, really
awake

ACCEPTING

REJECTING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt fine, sympathetic,
wanted very much so,
felt at home

could not stand it,
did not like it, felt
lonesome, sorrowful,
like running away

PUZZLED

COMPREHENDING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt at a loss, did
not know what to do,
annoyed, resentful,
mixed up, it was
all very unclear

did understand, knew
what to do, excited,
alert, it was all
clear to me

V Now think this time of your earliest experience

ALONE WITH A PLAYMATE.

The other child could be a relative, a neighbor, or a stranger, and could be either a boy or a girl.

PLEASED

DISPLEASED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

happy, satisfied

unhappy, dissatisfied

INDIFFERENT

AROUSED

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

did not care, was
all right, depressed,
relieved, could
have gone to sleep

cared very much,
felt tensed, much
involved, fascinated,
alarmed, really
awake

ACCEPTING

REJECTING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt fine, sympathetic,
wanted very much so,
felt at home

could not stand it,
did not like it, felt
lonesome, sorrowful,
like running away

PUZZLED

COMPREHENDING

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----

felt at a loss, did
not know what to do,
annoyed, resentful,
mixed up, it was
all very unclear

did understand, knew
what to do, excited,
alert, it was all
clear to me

APPENDIX B
CONTENT OF THE EARLY RECOLLECTIONS
GROUP I

<u>Alone</u>	<u>Animals</u>
4. animals	farm animals
5. girls	
6. girls, girls	
7. my mother	
9. nobody	
1. person	
3. sisters, brothers	
4. dog	
8. animal	boyfriend
0. upstairs when e.b. was gone out	
1. ghost	our pony
2. big house	our horse
3. mother	bicycle
5. mammals	dog
 <u>Mother</u>	
1. fostermother	7. How my Mother was when I was small
2. grandmother	8. female counsellor
3. mother	9. Mother, I did not go out
4. fostermother	0. Mother when I was first born
5. fostermother	1. Nun counsellor
6. big, fat fostermother	2. Mary
7. mother	3. God
8. mother	4. Mother
9. mother	5. Mother
0. fostermother	6. female volunteer
1. fostermother	7.
2. mother	8. two female counsell- ors
3. mother	9. Grandmother
4. mother	0. Mother
5. a mother	
6. brother's fostermother	

Father

1. fosterfather
2. father
3. ?? father ??
4. fosterfather
5. fosterfather
6. My ugly fosterfather
7. father
8. father
9. father
0. fosterfather
1. father
2. father
3. father
4. father
5. a father
6. brother's fosterfather

7. How he beated me when I was small
8. male counsellor
9. when I went out
0. father, when I was getting bigger
1. male counsellor
2. male counsellor
3. Mary
4. strange man
5. father
6. male volunteer
- 7.
8. two male counsellors
9. father
0. father

Playmate

1. strange girl
2. girlfriend
3. boyfriend
- 4.
5. beautiful blondes
6. beautiful blonde
7. my best friend
8. stranger
9. nobody
0. fosterbrother
1. sister
2. playmate
3. friend
4. boyfriend
5. of a boy
6. son of volunteer

7. how p.m. would do to me when young
8. female nurse
9. mother went out
0. brother when I 4 y.
1. girlfriend
2. boyfriend
3. St. Joseph
4. boyfriend at school
5. boyfriend
6. boy
- 7.
8. boy
9. friend
0. boy in Institution

GROUP II

Being alone

- 1.
- 2.
3. father, mother, sister
4. boyfriend
5. moon
6. parents
7. nobody
8. camp
- 9.
- 0.
1. forest
2. no one
- 3.
4. home
5. parents
- 6.
7. sent out my room for being bad
8. nothing
9. myself
0. myself
- 1.
2. lions
3. TV program of a horse
4. parents
5. sunset Picton
6. when family would come home
- 7.
8. forest
9. animal
0. person

Animals

- 1.
2. dog
- 3.
4. How it would like to be animal
5. wolves
6. parents
7. animals
8. kind of animal
9. pets
0. cat
1. dog
2. no one
3. dog
- 4.
5. parents
6. deer
7. first dog
8. nothing
- 9.
0. myself
1. myself
- 2.
- 3.
- 4.
5. farm with horses
6. two kittens
7. dog
8. dogs
9. bear
0. animal

GROUP II

Mother

- | | | |
|-----------|-----------|-----------|
| 1. mother | 6. father | 1. mother |
| 2. mother | 7. mother | 2. mother |
| 3. mother | 8. mother | 3. mother |
| 4. mother | 9. mother | 4. mother |
| 5. mother | 0. mother | 5. father |

6. mother
7. mother
8. mother
9. mother
0. mother

1. myself
2. mother
3. mother
4. father
5. mother (dull)

6. mother
7. mother
8. mother
9. mother
0. mother

Mother

1. mother
2. mother
3. mother
4. mother
5. mother
6. father
7. mother
8. mother
9. mother
0. mother
1. mother
2. mother
3. mother
4. mother
5. father
6. mother
7. mother
8. mother
9. mother
0. mother
1. myself
2. mother
3. mother
4. father
5. mother (dull)
6. mother
7. mother
8. mother
9. mother
0. mother

Father

1. father
2. father
3. father
4. father
5. father
6. mother
7. father
8. father
9. father
0. father
1. father
2. father
3. father
4. father
5. mother
6. father
7. father
8. father
9. myself
0. father
1. myself
2. father
3. character in
story f. told me
4. mother
5. not going to
comment this one
6. father
7. father
8. father
9. father
0. father

Playmate

1. boy,
girl
2. friend
3. girl-
friend
4. boy-
friend
5. no one
6. relative
7. friend
8. friend
9. friend
0. girls
1. friend
2. sister
3. truck
4. boy
5. parents
6. brother
7. friend
8. friend
9. playmate
0. both of
us
1. myself
2. playmate
3. friend
4. friends
5. boy-
friend
6. girl
7. girl
8. boy
9. boy
0. boy

GROUP III

Alone

1. On dark HY walking home from boyfriend's home at night.
2. Felt unhappy, lonesome and could not understand it.
3. I was thinking of my best friend.
4. Alone at home, thinking of past.
5. Felt frightened and tensed.
6. New experience, felt alone. Was at a loss why they left me.
7. Was separated from my friend in a house under construction.
8. Having no friends around to horse around with.
9. Was home sick. M. went shopping and I was left alone.
0. I was alone one night when no one was in the house.
1. Lion or criminal.
- 2.
3. Thinking of my sisters and brothers, mother and father.
4. Friends.
5. Dogs.
6. Car.
7. First time to Mayday parade and walked alone home.
8. At home, frightened, locked door. Then Father came in.
9. Imagined we were at beach and I was left behind.
0. When we first moved to new house and no one was at home.

UNIVERSITY OF WINDSOR LIBRARY

1. I was sort of scared, for it was the first time.
2. I was at my house. I wished they were home.
3. Everyone to Midnight Mass. I woke up and found myself alone.
4. At home.
5. At my house, was unhappy. Wanted someone to be with me.
6. I was feeling lonely, so I played some game.
7. I had never been alone, scared, frightened.
8. Screaming.
9. Came home and no one was there.
0. Left at amusements park, lost my friends.

Mother

1. At home with my mother.
 2. Felt happy and satisfied.
 3. Was thinking where my older Br. was.
 4. In the house, everybody at school.
 5. Felt good, no fear, was happy.
 6. I love her, I know her, where was Dad.
 7. When I was about to start school.
 8. Knew there was someone that you knew and liked.
 9. With my M. first day of school.
 0. Alone with my Mother when my sister went out.
1. Mother
 2. Mother
 3. Talking with my mother and discussing things.
 4. Mother
 5. Father

Father

- At home with just my father about, ten y, ago. Felt relieved and happy. Imagination (asked E.) Walking to church early
- Was good to talk, liked it alot. I loved him, where was Mother. When he was welding an old truck.
- Knew there was someone that you knew and liked. When I came downstairs and saw him sitting by the Xmas tree years ago. I was alone with the man who brought me up one saturday night.
- father
father
On Xmas eve, watching TV with my father.
father
birds

6. Mother
7. At home with M. when e.b. went to school and work.
8. With my M. felt safe and could go to sleep.
9. Was playing in the yard. Broke a window and M. was talking to me.
0. With my M. a year after we moved.
1. I felt safe with her and it was secure.
2. At a restaurant.
3. 5 yr. old, with M. alone. She was rocking me in a rocking chair and singing.
4. At home.
5. At my house.
- 6.
7. I wanted to go.
8. Loved it.
9. At my sister's baby sitting.
0. Alone with my Mother in the house.

With Animals

1. I was with my dog at home.
2. Felt lonely and alarmed, but soon learned to enjoy it.
3. Was thinking when my M. was coming home.
4. On the couch, cat laying on my lap.
5. I was not frightened too much, too busy to be worried. Someone to talk to.
6. First time seeing it. It was to big. Must have been human. Why was I left there.

father (scared)
Going to our farm with my grandfather.

With my father. I felt very much safe and could sleep all day.
On fishing trip with Dad.

With my father. A few years before we moved. Felt the same as with Mother.

At a hockey game.
F. and me alone home, 5 yr. ago. We were having a small party.
At home.
At my house.

My M. and F. are Separated.

In a car with my brother.

Alone with my father in the house.

With Playmates

I was with my boyfriend.
Felt happy and much involved.

I was thinking of my friend. M. was going to make him stay for the night.

Under a tree, playing games.

Was fairly good, because something to do.

New kid, did not know him, seemed nice. Left there to make friends.

- | | |
|---|---|
| 7. Was in a herd of cows out on uncle's farm. | Was in his house, playing with cards. |
| 8. Having no people around. | You knew you found a new friend, did not want him to leave. |
| 9. When a strange dog wandered into our backyard. | My cousin. Playing in snow and building forts. |
| 0. I was alone with a dog and relieved. | Alone with girl cousin at my house. |
| 1. Cat. | Brother. |
| 2. Horses. | Boy. |
| 3. Playing with dog and pups, having good time. | First time we met, playing in snow and throwing snow balls. |
| 4. Pet dog. | Boyfriend. |
| 5. Mother. | Boy. |
| 6. Friend. | Girl. |
| 7. In my aunt's backyard, where there were kittens. | Coming home from school with a friend and in the field. |
| 8. Animal. Did not think I was safe, could not go to sleep. | With my playmate. I was not safe and could not go to sleep. |
| 9. On Christmas Eve, I got a dog. | After the game I walked with friend. |
| 0. With an animal when we moved. | With a playmate when I was four. |
| 1. Felt OK. My dog was playful and obedient. | My playmate was older so I felt a bit scared of him. |
| 2. In our house. | At a park. |
| 3. With my cat alone in the house. | Walking home with my friend from Gr. I |
| 4. At friend's home. | At his house. |
| 5. I was at my house. | At my cousin's house. |
| 6. | |
| 7. My dog 'Princess', my cat 'Fluff'. | |
| 8. Liked it. | Happy. |
| 9. No one home. Locked out with neighbor's dog. | My neice and I came home after the show. |
| 0. With a strange dog on the street. | Alone with my friend in the backyard. |

APPENDIX C

FACTOR-LOADINGS

FACTOR I: PLEASANTNESS-UNPLEASANTNESS

Hedonic

Positive pole:	pleased	Negative pole:	frustrated
	delighted		despairing
	happy		humiliated
	joyful		discouraged
	contented		guilty
	gleeful		ashamed
	satisfied		depressed
	elated		gloomy
	affectionate		disappointed
	secure		afraid

FACTOR II: AROUSEL-INDIFFERENCE

Intensity

Positive pole:	astonished	Negative pole:	serene
pos.	amazed	pos.	contented
hedonic	awe-struck	hedonic	satisfied
tone	curious	tone	secure
	fascinated		relieved
	alarmed		indifferent
neg.	tense	neg.	bored
hedonic	anxious	hedonic	apathetic
tone	terrified	tone	nostalgic
	panicky		depressed

FACTOR III: ACCEPTANCE-REJECTION

Social-interpersonal

Positive pole:	sympathetic	Negative pole:	aggressive
pos.	loving	pos.	
hedonic	affectionate	hedonic	
tone	trustful	tone	
	grateful		

neg.	nostalgic	neg.	indignant
hedonic	sorrowful	hedonic	hostile
tone	longing	tone	hating
	remorseful		despising
	lonesome		angry

FACTOR IV: COMPREHENSION-PUZZLEMENT

Comprehension-orientation

Positive pole:	aggressive	Negative pole:	awe-struck
pos.	excited	pos.	astonished
hedonic	alert	hedonic	sympathetic
tone	self-confident	tone	amazed
	gleeful		
neg.	indignant	neg.	bewildered
hedonic	angry	hedonic	sad
tone	resentful	tone	lonesome
	hostile		nostalgic
	annoyed		gloomy
			confused

APPENDIX D
SCORES FOR INDIVIDUALS BY GROUPS

Scores for Family-absent boys

	factor I					factor II					factor III					factor IV				
S	recollections					recollections					recollections					recollections				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	15	12	11	1	18	16	11	12	9	11	13	11	10	8	14	16	13	11	7	15
2	4	18	18	18	15	18	18	18	18	18	1	18	18	18	18	1	18	16	18	18
3	1	18	18	18	18	18	18	18	18	18	1	18	18	18	18	18	18	1	18	18
4	1	18	16	18	10	1	18	16	18	16	1	18	10	18	16	1	18	3	17	10
5	1	6	18	18	18	18	4	18	18	18	1	2	18	18	18	17	2	18	18	18
6	4	15	17	15	14	17	15	17	16	11	10	15	17	14	12	12	16	13	12	11
7	1	1	1	1	10	18	1	10	9	18	1	1	9	9	18	1	1	18	18	18
8	1	18	18	17	13	16	18	18	18	17	1	18	18	18	17	1	15	17	17	16
9	2	17	15	15	11	8	12	17	10	12	2	14	14	18	18	4	13	11	14	16
10	9	9	18	18	18	1	10	10	10	10	9	9	18	18	18	1	1	10	10	10
11	3	3	4	18	12	18	15	11	3	4	3	1	2	18	13	2	6	6	18	10
12	16	17	4	12	11	16	16	16	15	15	14	15	4	14	15	4	15	14	14	14
13	1	1	18	18	18	18	17	1	18	18	18	18	18	18	18	2	1	2	17	18
14	4	18	18	18	18	16	1	18	18	18	2	18	15	14	13	6	17	3	14	6
15	2	17	16	14	17	17	18	16	17	17	15	16	18	16	16	5	5	16	17	17
16	1	13	13	17	16	1	13	16	16	17	1	3	14	15	16	1	2	16	17	15
17	3	18	18	1	18	18	18	18	1	18	1	18	18	1	18	1	18	18	1	18
18	1	15	18	18	15	18	18	16	17	17	1	2	18	15	17	1	3	18	17	17
19	18	18	18	18	14	1	18	18	18	5	18	18	18	18	9	18	18	18	18	1

20	1 18 16 18 9	1 18 16 18 16	1 17 10 18 16	3 18 3 17 10
21	2 10 18 16 14	16 2 2 8 3	8 14 16 12 14	5 5 18 12 15
22	1 15 18 18 15	18 4 1 1 4	1 16 18 18 15	1 5 1 1 4
23	1 10 18 18 1	18 1 18 1 18	1 1 18 18 1	18 1 18 18 10
24	1 18 16 9 16	18 14 3 4 16	1 15 16 15 15	18 15 3 4 15
25	2 12 1 1 18	11 4 13 16 18	1 10 6 1 12	1 11 4 2 11
26	18 18 11 11 18	14 18 5 13 18	18 18 18 13 18	18 18 9 10 18
27	6 15 14 18 13	17 13 13 18 14	8 15 12 18 11	2 17 16 18 12
28	1 3 18 2 13	16 17 18 16 2	1 12 15 15 16	1 18 15 16 15
29	1 15 18 1 18	18 7 2 2 18	2 10 7 1 18	1 11 10 17 18
30	9 18 1 18 1	5 1 1 18 18	18 18 1 18 1	18 18 1 18 1

Scores for Family-present boys

	factor I					factor II					factor III					factor IV				
S	recollections					recollections					recollections					recollections				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
31	18	18	17	18	18	18	18	18	18	18	18	18	18	18	16	18	18	17	17	15
32	15	15	18	15	13	16	16	16	16	14	15	15	15	15	16	16	16	16	16	11
33	18	10	18	18	18	9	9	7	9	6	18	18	18	18	18	18	14	15	15	15
34	1	18	18	2	17	18	1	1	17	2	1	18	18	1	16	18	18	18	1	17
35	3	10	12	10	9	10	10	2	7	9	7	7	15	13	10	2	5	7	14	13
36	10	18	15	9	18	10	17	9	9	14	15	17	14	9	15	17	16	10	9	14
37	5	18	9	18	18	4	18	9	18	10	6	12	14	18	10	1	9	10	18	18
38	13	12	10	16	17	8	11	2	12	14	15	10	10	16	15	14	13	12	12	10
39	3	18	2	17	1	18	5	10	4	18	1	17	2	14	2	1	17	2	18	1
40	1	14	11	12	15	18	12	7	15	12	4	12	10	13	7	6	14	18	18	15
41	2	14	18	18	12	6	6	14	6	3	13	11	13	9	10	7	15	9	12	9

42	3 13 18 11 16	13 7 8 6 18	5 11 18 18 13	3 14 18 15 18
43	5 15 17 18 15	4 11 5 11 13	7 14 4 15 13	6 16 14 12 14
44	8 15 18 17 18	16 10 1 8 5	6 12 18 17 10	9 10 9 10 8
45	4 12 10 11 11	17 15 18 17 17	3 11 11 12 14	8 7 17 16 16
46	4 11 13 14 7	17 15 7 12 13	5 6 16 15 12	3 13 15 14 15
47	8 14 16 13 15	8 10 13 15 11	8 12 16 15 12	6 14 14 15 16
48	1 3 17 18 1	18 16 5 3 18	1 6 8 11 1	1 8 11 15 1
49	2 2 18 18 15	5 9 10 10 13	3 1 18 18 16	9 9 10 10 11
50	6 16 15 14 14	14 6 4 6 6	4 15 14 14 15	4 7 7 12 6
51	8 17 18 18 16	14 8 18 18 16	9 16 18 18 16	10 18 18 18 16
52	7 12 14 13 11	14 8 8 5 9	3 7 10 12 12	7 6 4 3 10
53	3 2 3 12 10	18 16 17 16 4	4 4 2 9 9	1 2 1 9 9
54	1 9 18 18 18	17 9 15 15 16	1 3 17 18 18	1 5 18 18 18
55	7 9 12 13 13	11 11 11 14 9	9 11 10 14 16	9 11 13 14 12
56	3 8 10 10 10	16 10 8 8 4	1 6 11 11 17	9 8 15 11 3
57	13 15 18 12 18	6 14 18 12 18	15 15 18 11 16	14 14 18 12 15
58	2 15 18 18 14	17 15 10 10 10	5 14 17 17 13	9 15 10 10 10
59	2 13 13 16 17	18 14 5 9 3	3 13 11 10 10	2 11 11 17 5
60	1 11 16 16 16	18 14 3 16 15	2 8 16 17 15	2 8 17 16 15

Scores for Father-absent boys

	factor I	factor II	factor III	factor IV
S	recollections 1 2 3 4 5	recollections 1 2 3 4 5	recollections 1 2 3 4 5	recollections 1 2 3 4 5
61	2 12 18 16 18	18 16 15 15 17	4 3 17 14 16	3 5 15 14 16
62	4 11 12 3 15	18 9 1 14 8	8 7 10 2 8	6 3 10 1 10

63	2 17 18 17 18	18 1 18 18 1	1 18 17 18 18	15 17 16 17 18
64	8 18 18 18 18	17 4 1 5 3	3 18 18 16 17	1 18 18 18 18
65	12 14 14 11 15	10 6 8 7 12	11 14 12 8 14	3 14 7 6 14
66	5 13 18 15 14	14 3 9 5 4	6 12 15 12 15	8 12 16 13 14
67	2 10 18 18 15	4 3 2 6 4	9 9 18 18 16	3 7 5 5 12
68	6 18 17 18 16	12 1 18 18 16	8 18 18 18 18	8 18 18 18 18
69	1 8 15 14 16	18 13 4 7 16	3 5 14 11 15	1 5 14 15 15
70	5 14 13 10 11	10 15 13 14 15	5 13 14 13 14	6 15 14 13 13
71	16 16 5 16 16	15 13 1 14 17	18 14 4 15 16	12 13 3 16 15
72	3 18 2 18 3	12 18 11 18 10	1 18 2 18 7	1 17 2 16 5
73	3 18 13 18 15	18 14 7 1 5	1 7 12 16 11	1 10 12 17 15
74	1 10 18 17 18	18 15 5 6 13	18 7 18 16 18	1 3 14 14 18
75	1 18 18 1 18	1 1 1 18 1	1 18 18 1 18	1 18 18 1 18
76	1 18 18 18 1	18 1 1 1 1	1 18 18 18 1	1 18 18 18 1
77	2 11 18 18 16	3 16 17 18 16	1 5 18 18 15	3 6 17 17 16
78	5 11 18 18 14	16 13 6 17 13	2 6 16 17 13	2 3 16 16 12
79	3 10 18 18 16	12 11 18 18 14	5 13 18 18 13	18 16 18 18 12
80	4 7 16 13 17	17 9 5 3 5	1 8 17 17 17	3 8 16 16 15
81	4 15 18 7 13	6 18 5 5 16	2 17 16 8 15	2 13 14 4 1
82	9 17 14 15 18	13 18 11 15 15	14 14 15 15 15	8 14 10 18 13
83	9 18 10 10 12	10 1 10 13 12	18 18 10 15 15	10 1 10 13 12
84	8 18 18 18 14	18 18 14 18 15	4 18 18 17 18	1 18 17 15 18
85	18 18 18 18 18	1 18 18 18 1	1 18 18 18 18	1 1 1 18 18
86	2 8 17 15 15	17 8 16 17 7	5 14 18 12 12	3 8 11 12 9
87	6 15 15 18 16	4 11 18 16 13	7 17 17 18 16	3 16 16 18 17
88	1 15 18 18 13	1 3 18 18 4	1 1 18 18 1	1 6 14 1 15

89	3 12 17 10 14	9 6 4 13 8	10 8 13 10 10	12 15 14 11 16
90	1 4 10 15 15	18 9 9 2 3	2 9 12 17 14	1 9 14 17 16

BIBLIOGRAPHY

- Adler, Alfred. The individual Psychology of... A systematic presentation in selections from his writings. (Ansbacher, H.L. and R.R., Ed.) New York, Basic Books, 1956.
- Bach, C.R. Father-fantasies and father-typing in father-separated children. Child Develn., 1946, 17, 63-80.
- Bartemeier, L. The contribution of the father to the mental health of the family. Amer. J. Psych., 1953, 110, 277-280.
- Blum, G.S. A study of the psychoanalytic theory of psychosexual development. Genet. Psycho. Monogr., 1949, 39, 3-99.
- Bowlby, J. Maternal care and mental Health, Geneva: World Health Organization, 1952.
- Burton, R.V. and Whiting, J.Wm. The absent father and cross-sex identity, Merr. Palm. Quart., 1961, 7, 72-111.
- Drever, J. A dictionary of psychology, Penguin Books, Ltd., Middlesex, 1962.
- Eisenstein, V.W. and Ryerson, R. Psychodynamic significance of the first conscious memory. Bull. Menninger Clinic, 1951, 15, 213-220.
- Emmerich, W. Variations in the parental role as a function of the parents' sex and the child's sex and age. Merr. Palm. Quart., 1962, 8, 3-.
- Hoffman, L.W. The father's role in the family and peer group adjustment. Merr. Palm. Quart., 1961, 7, 72-111.
- Hoffman, M.L. Power Assertion by the parent and it's impact on the child, Child Dev., 31, 1, 129-143.

- Kadis, A., Green, J.S., Freedman, N. Early childhood recollections an integrative technique of personality test data. Amex. J. Indiv. Psycho., 1952, 10, 31-42.
- Kagan, J. The child's symbolic conceptualization of parents. Child. Develp., 1961, 32, 625-636.
- Kanner, L. Child Psychiatry, 3rd. Ed. 2nd Pr.
- Krech, D., Crutchfield, R.S. and Ballachey, E.L. Individual in Society. New York, McGraw Hill, 1962.
- Laymann, E.M. Symposium discussion: The influence of the father in the family-setting. Merr. Palm. Quart., 1961, 2, 72-111.
- Leichty, M.M. The effect of father absence during early childhood upon the Oidipal situation as reflected in young adults. Merr. Palm. Quart., 1960, 6, 212-217.
- Liebermann, M.G. Childhood memories as a projective technique, J. Proj. Techn., 1957, 21, 32-36.
- Lindquist, E.F. Design and Analysis of Experiments in psychology and education, Boston, Houghton, Mifflin, 1956.
- Lynn, D.B. A note on the sex differences in the development of Masculine and feminine identification. Psych. Rev., 1959, 66, 126-135.
- Lynn, D.B. Divergent feedback and sex-role identification in boys and men. Merr. Palm. Quart., 1964, 1, 17-23.
- McCarter, Emotional Components of Early Recollections, E.T.S. Technical report, 1961.
- McCord, J. a.o. Some effects of paternal absence on male children. J. Abn. Sec. Psych., 1962, 64, p. 361.
- McNemar, U. Psychological Statistics, New York, Wiley, 1962.
- Mayman, M. and Faris, M. Early memories as expression of relationships paradigms. Amer. j. Orthopsychiatr., 1960, 30, 507-520.

- Mead, Marg. Male and female, a study of the sexes in a changing world. New American Library of world literature, New York, 1959, 4th. Pr.
- Mussen, P. and Distler, L. Masculinity, identification and father son relationships. J. Abn. Soc. Psych., 1959, 59, 350-356.
- Saul, L.J., Snyder, Th. R. and Sheppard E. Earliest memories, Psychoanal. Quarterly, 1956, 25, 228-237.
- Sears, R.R. a.o. Effect of father separation on preschool children's doll aggression. Child. Devel., 1946, 17, 219-243.
- Stephens, W.N. Judgments by social workers on boys and mothers of fatherless families. J. Genet. Psycho., 1961, 99, 59-64.
- Tillor, P.O. Father absence and personality development of children in sailors' families. Nord. Psykol. Monogr., 1958, Ser. no 9. as reported by Lynn and Sawrey, J. Abn. Soc. Psych., 1959.
- Warner, W.L., Meeker, M. and Eels, K. Social Class in America. A manual of procedure for the measurement of social status, Gloucester, Mass., 1957.
- Wiessenhutter, E. Biologische Vater Sehnsucht? Psych. Psychother., 1954, 2, 367-370.
- Winer, B.J. Statistical principles in experimental design. New York, McGraw-Hill, 1962.

VITA AUCTORIS

- 1930 Born in Dordrecht, the Netherlands, to Nelly Van Gennep and John Visscher.
- 1945-51 Studied Humanities at Sacred Heart Seminary, Bergen op Zoom, the Netherlands.
- 1951 Entered the Congregation of the Priests of the Sacred Heart.
- 1952-54 Studied Philosophy, Breda, the Netherlands.
- 1954-58 Studied Theology, Nymegen, the Netherlands.
- 1957 Ordained to the priesthood. (Roman Catholic).
- 1958-61 Studied in Social Paedagogy and Psychology at the Catholic University of Nymegen, the Netherlands. Received Diploma in Social Paedagogy. Assistant Director of St. Joseph's Boys' Home, Heer-Maestricht, the Netherlands.
- 70
- 1961-62 Director of the Neil McNeil Boys' Residence, Catholic Children's Aid, Toronto, Ontario.
- 1962 Registered as a full-time graduate student at Assumption University of Windsor, Windsor, Ontario.